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ETYMOLOGY OF A FEW ARITHMETICAL TERMS.

EXPERIENCE and observation teach us that pupils learn faster and retain longer, if they have a clear conception of the terms employed and a correct knowledge of their use and application. Our language, as such, is studied but very little, and hence it is that such crude ideas exist, in the minds of many, in regard to the meaning of the most common words. If children, just beginning the language, could be taught, as far as possible, not only the proper word as the sign of an idea, but a little of its origin and history, they would be able to express their thoughts with accuracy and propriety. This instruction will not, in the main, be given by the parents, and therefore it is the more necessary that teachers should do this as early as possible. Frequent reference must be made to the Latin and Greek languages; but this need not be done in a dull and formal way. If a teacher is unacquainted with those languages, he need not be deterred from attempting it; because, in a few hours' time, he can become sufficiently familiar with the Greek alphabet, to find any word in the Lexicon, and determine its primitive meaning. The Latin will give him no trouble in this respect. With these helps before him, let him set himself to work, and he

will soon be surprised to see how blindly he had groped his way along before, and how much light is now shed upon his path.

With this preparation, he comes before his class inspired with new powers, and enkindles a new interest in every important word in the lesson. The pupil seizes upon the principle expressed in suitable terms, and holds it firmly in his memory.

It is somewhat difficult to present this subject in an interesting way to the general reader, and yet, at the suggestion of those who have been interested in the matter, an attempt will be made.

An Arithmetic lies before me. I open it at Section III. Tables of Money, Weights, and Measures.

The class will now give attention. There is a language formerly spoken by the ancient Romans, the inhabitants of Rome and other parts of Italy, but now called a "dead language," because it is not spoken except by a few learned men, from which many of the words in English are formed or derived. This is called the Latin language, because the people of Italy were called Latins, from *Latinus*, the name of one of the kings of a portion of that country. We shall have frequent occasion to refer to this language, and you will endeavor to remember what I have told you in regard to it. The people of that country are now called Italians, possibly from *italos*, a young bull, because Italy was formerly, as well as now, noted for its beautiful horned cattle, and also from *Italus*, a fabled monarch.

The first word, section, is from *seco*, I cut, and means a cutting, a dividing, and hence the part cut off. If you regard the book as a whole, you will perceive that it treats of number which the Greeks called *arithmos*, from which we obtain our word arithmetic, meaning the book that treats of the science of numbers and the art of computing by them. We see that the book is divided into parts or sections, and that each portion treats of some part of the general subject number. The first section is about Definitions; the second, Notation and Numeration; and the third, Tables of Money, Weights, and Measures. The characters following the word section, are three letters which the Romans used instead of the word *tres*, to express the number three, or *tertia*, meaning third. Observe this difference. If I ask how many pupils there are, you answer, three; but if in regard to the order in which you sit, you

say first, second, and third. Some persons would read this, section three; but it is better to say, section third. It means, of course, the third section, and becomes, by changing the order of the words, section the third, and by dropping *the*, section third. These words, which tell how many units there are in a number, are called cardinal numbers, from *cardo*, a hinge; and the words which are generally modified forms of these, denoting the order of the units in the number, are called ordinal numbers, because they seem to turn or depend upon the former as a door does upon its hinges; as four, fourth, etc.

The word tables is from *tabula*, a board or plank, and hence something thin with a smooth surface, and not unfrequently anything that has a smooth surface, whether thick or thin, which is suitable for writing, painting, or engraving. By being often used as the object upon which these actions were performed, it came to mean the writing, the painting, and consequently signified records, pictures, etc. We use the word table in various ways, and thereby give to it a variety of meanings. Besides giving a name to the common article of furniture, it is used, among other things, to signify a series of numbers or names of objects, which have some relation to each other; as, the table of circular measure.

What have I in my hand? A piece of money. What do you see on one side of it? The letters *quar. dol.*, which stand for the compound word quarter-dollar. This word tells you the worth or value of the coin you have. The term money is derived from *moneo*, I admonish, teach, tell. Every coin, or piece of money, and every bill used instead of coin, has something upon it to tell or admonish one of its value, and is, therefore, itself called money. *Weights.* This word comes from the Saxon or Anglo-Saxon language, which was spoken by the *Saxons*, a people who lived in the northern part of Germany, many of whom, with the *Angles*, another people also living in the North of Germany, from whom our word England or Angle-land is derived, crossed over into England and formed permanent settlements there. This is the basis of the English, the language which we speak, and sometimes called our vernacular or native language. Most of the words which we use in every day life, are of Anglo-Saxon origin and form a very important part of our language, giving to it beauty and

strength. *Weigh* is from a word which means to bear or carry, and is related to the Latin *veho*, I carry, from which we obtain the term vehicle, that in which something is carried or conveyed; it means to bear or lift up for the purpose of ascertaining with what force the earth has a tendency to draw or attract a body to itself, and hence to estimate its *weight*. Solid pieces of metal, as iron or brass, of known quantity balancing other bodies attracted by the earth, are called *weights*. The next word measures, is from *metior*, I measure, that is, I find out, for example, how many times I must fill this small pint dish from this large vessel before the latter will be empty; or, in general, to ascertain how many parts of uniform size, it will take to equal a body of any given dimensions, whether solid, liquid, or gaseous. The parts of the quantity thus divided, are called measures, as time into seconds and minutes, distance into inches and feet, liquids into gills, pints, etc., and sometimes that which contains these parts is so called.

This piece of money is termed coin, from the French word *coin*, a stamp or die, on account of the figures of the eagle and the goddess of liberty, and the letters stamped on it to indicate its value. Pieces of metal, as gold, silver, etc., having the legal stamp, are denominated coin, and also, for the reason already given, called money. The *dollar* is a coin usually made of silver, having different values in the different countries in which it is used. It was probably first stamped or coined in Germany, and takes its name from *Thal*, a valley, because it was thought to be first stamped in such a locality. It is possible that the name originated in *Dale*, the name of a Swedish town. Its value in Germany is about seventy-five cents, in the United States one hundred cents, and in Mexico a little less than one hundred, although we usually take it at that value.

One hundred cents make a dollar, and the Latin word for one hundred is *centum*; hence, a hundredth part of a dollar is called a cent. We sometimes call a *dime* a ten-cent piece, which is, of course, a tenth of a dollar. The word dime means *tenth*, from the French *dime*, having that meaning, which is itself derived from the Latin *decima*, a tenth, and that from *decem*, ten. In this same language, the word *mille* means thousand, and because we consider a dollar as divided into a thousand parts of equal value, we call

each part a mill, since it takes a thousand of them to make a dollar, but we have no coin to represent so small a value.

Coin or money passes or, as it were, runs along from hand to hand, and is given and received by all persons living within the limits of a country and is, therefore, called its currency, from *curro*, I run. The States comprising or, taken together, forming this government, were, for common defence and other purposes, united or made one, and called the United States. The name in the Latin language for this idea of union, is *foedus*, a league, and consequently the union of all the States is often called the Federal Union, and its currency federal money. Since the values in federal money are expressed in the same way as some number of units, and tenths, hundredths, and thousandths of a unit, or, in other words, as a decimal mixed number, it is, of course, necessary to have some means of telling what number is meant. Such a character, \$, is used for this purpose. The origin of this symbol is variously stated. It is supposed by many to be an imitation of the scroll and pillars on certain Spanish coins; by others to be a modified form of the figure 8, denoting that eight reals make a Spanish coin of the value of a dollar; and others still regard it as the letter U written upon the letter S, the abbreviation U. S., for United States. There are strong reasons, however, for supposing it to be a modification of the Roman abbreviation IIS., — usually written HS., — of the Latin word *sestertius*, meaning two *asses* and a half, the two I's standing for the number two and the S for the word *semis*, that is *semi as*, or half an *as*, a brass coin nearly equal in value to a dollar and a half of our money. The *sestertius* was a silver coin worth a little more than three dollars and a half, and was used by the Romans in estimating values.

ONE of the immediate fruits of the rebellion was to close up all the Common Schools South. Its duration for a few years would consequently have the effect of entirely suspending the progress of education, and reducing the slave States to a condition bordering on barbarism. One of the first results of the occupation of Nashville by the Federal troops was the reopening of all the public schools. Thus whilst civilization flies at the approach of the rebels, it follows in the wake of our arms. — *Selected.*

BOOKS.

BOOKS have been, at various times, the torment and the delight of every one of us. I doubt if there lives a person, at all acquainted with them, who has not sometimes been obliged to treat with respect and attention books that he was almost irresistibly inclined to throw through the window; and he knows nothing of one of the sweetest pleasures of life, who has never felt *real affection* for a book.

Next to sweet human converse, is the company of good books. They were the friends of our childhood; long before we could read, we wandered in imagination with "Little Goody Two Shoes," watered with our tears the leafy pall of "The Babes in the Wood," and listened with round, wondering eyes, but undoubting faith, to the wonderful adventures of "Jack the Giant Killer," and "Dame Hubbard's Remarkable Dog." In those days we learned from "Nursery Hymns," and "Watts's Divine Songs for Children," through the sweet medium of mother's voice, those hymns, which, as they were the *first learned*, will be the *last forgotten*. And with the *words* we always remember the *books*, with their dog-eared leaves, and the "appropriate illustration" at the head of each hymn.

With added years came love of other books. "Jack the Giant Killer" was succeeded by "Blue Beard;" "Robin Hood" and "Robinson Crusoe" became the heroes of our dreams; history and the rudiments of science opened new paths of pleasure for our youthful feet; and "Proverbial Philosophy" and "The Lady of the Lake" lured us into the flowery fields of poetry.

These, in turn, made way for others; and so these many books, like kind, unwearying friends, have led us on from infancy to manhood and womanhood. Every year has given us new friends to love, and new love for some of the old ones, till now, when we ask ourselves what books are to us, we find the answer must be a long one—they are more than we can tell.

They are the unwearying instructors of our ignorance. Blessings on the books that have given us, from year to year, a deeper appreciation of those "treasures of knowledge," of which we can hope to gain but a glimpse in this world. Blessings on those that

have been cheer to our loneliness, rest to our weariness ; and a double blessing on those that have deepened our longings for the true and the beautiful, or strengthened our hearts for the battle of life !

It is an old saying, that "a man is known by the company he keeps." Companions are sure revealers of character. It is true of *these silent companions*. We regard with pity, that has a spice of contempt in it, those whose constant companions are the shadowy heroes and heroines of "yellow covered literature ;" we instinctively hold our breath, and tread softly, with one who reads only *solid, instructive* works. Commend us to one whose library, however small it be, holds companions for a many-sided nature, but the soiled pages and tarnished gilding show that the *best* are *most loved*.

Some books are soulless, others seem like caskets in which the author has imprisoned part of his soul. One feels, on laying them down, that he has been holding communion with a noble nature, and has been made better, by a subtle magnetism, which is no part of the book, yet breathes from it, like the perfume from the rose. No books have more of this delightful aroma than John Ruskin's.

For those who love them, books have a language that is quite independent of the printer's art. It is this unprinted language that makes our own books so dear, so much pleasanter to read than another's.

Our own books. We are at liberty to mark them if we choose, and we love to turn the leaves of favorite volumes, that bear record of the past. How many of them contain marked passages, expressing just the thoughts of our own souls, which *our* words could not utter. How many of them bear traces of dear hands, that death has since clasped in his ! Would you take its weight, in gold, for that little worn Bible, — a mother's gift, perhaps, — which bears on its time-stained pages so much of your heart-history ? No ; it holds two gospels, one of them is God's gospel to your own heart ; you can find it in no Bible but your own.

You own, perhaps, "Aurora Leigh." The gold is tarnished, and the leaves turn noiselessly, because they have turned so often. Your eyes always rest on it fondly ; you love to hold it in your hand. Why ? Because it is one of the greatest poems in the lan-

guage? No, not for that, nor because it seems like a legacy from that sweet woman, as good as she was great, who will write no more. Any other "Aurora Leigh" would be all *that* to you; *your own* is more. You love to turn the silent leaves slowly, and read where the marks tell you of some dear one, "who, being dead, thus speaketh;" or of some times in your past experience, when *your own* words being too meagre for your soul, your pencil made *these* your own. There is many a living face you would rather miss than that volume.

Many a one has such pet books, and we love to see them, though they have no special significance to us; we love to find that books are to some other hearts what they are to ours.

It is pleasant, in reading any interesting book, to be told, by an occasional pencilling, that others have been over the same ground before us, and have found the same beauties that charm our eyes; it gives the book a savor of humanity, and makes it a social thing. John Smith, his mark, in a book, makes it more truly John Smith's own than did the money he paid for it at the bookseller's, and we can often learn more of a man's character from a book thus marked, than from whole days of conversation with him.

Bacon says, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts, others to be read, but not curiously, and some few to be read wholly, and with diligence and attention." And he advises that we "read not to contradict and refute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider." He might have added, that when we have weighed and considered, and found it good, we should read again, to love and admire, for we never get all the good we can from books till we make them our friends. E. H.

LIFE is too short to be spent in sighing for what a little energy would secure.

IF we should thank God for every blessing, we should not have time to complain of misfortune.

ON TEACHING THE ALPHABET.

AN individual is found, now and then, who strenuously defends the old method of teaching the alphabet, that is, by teaching the letters first and directly from a book; others improve upon this plan, and make use of the blackboard, but do not teach the sounds of the letters or form any words until the whole alphabet is learned. The reasons they urge in favor of this course, are more ingenious than sound. It would be useless to deny that the alphabet can be mastered in this way, for the feat has often been performed, as most at the present day can testify by sad experience.

Scarcely any two persons can succeed equally well with the same method, and therefore it is not proper for one to claim that he has discovered the only true mode of doing a thing, not for another, who has tried that mode and met with only a partial success, to affirm it to be the opposite of what it was claimed to be, because with him it proved a failure. The only true course for teachers, is to adopt some method or methods, — presuming, of course, that each is based on right principles of teaching, — and make it as much their own as possible, incorporating it, as it were, into their very being and throwing around it, in the presentation, all that is peculiar in thought and manner, and investing it with their own individuality.

We can affirm, without any great risk, that one of the principal causes of want of success in teaching the alphabet in any of the methods except the first mentioned, is the lack of interest, not only on the part of scholars, but on that of the teacher, in the first place, and consequently in the pupils. What a great difference is observed in the same school under different teachers, in regard to the interest of the pupils and their progress. The subjects are the same in both cases, and presented to the same minds; other things, then, being equal, the fault, if there is any, is with the teacher. Small children cannot keep their attention fixed a long time upon the same subject, — and ought not if they could, — and therefore it is extremely necessary that the teacher should possess the faculty of creating an interest in any branch of study almost instantly.

Some preparation is necessary for successful instruction in the method pursued. This may, at first view, seem to be a waste of

time, as it does not, in the opinion of some, enter directly upon the subject to be taught. Those who have given more attention to this matter, however, are fully convinced that there is no loss of time in any preparatory steps that enable us to lay a broader and surer foundation for the future structure. In order to teach successfully, we must know that the pupils understand the use of such terms as it will be necessary to employ, in presenting the subject in a proper manner. This is much more important than many suppose. Let us imagine a teacher before a class of ten pupils ready to learn the alphabet. He intends to embrace the best part of three methods, namely, letters, sounds, and words. In the first place, he goes through with some physical exercises, in order to see how quickly they can act as well as think. He thus begins: Rise; be seated; hold out your right hand; your left hand; raise your right hand; your left hand; hold up one finger; two fingers; the middle finger; both hands; put the right hand on the top of the head; the left hand; both hands; say one; two; three; rise; count as far as four.

It would be a rare thing to find a class of ten pupils no one of whom could count. The teacher wishes to know if they understand the words first, second, third, etc., so as to make use of such expressions as first word, second word, first sound, second sound, first letter, second letter, etc., and instructs them if necessary. He then proceeds, giving the sounds indicated by the letters in the direction. Make this sound, *ā*; again; what did I tell you to make? A sound. What sound? The sound *ā*. Make the sound *ā* twice, so. What did you do? Made a sound twice. Why did you make it twice? Because you told us to. Make the sound *b*; once more. Make the first sound again; now make the second sound. Listen to me; *ā, b*. The teacher gives the sounds. Were these sounds alike? They were not. How do you know they were not alike? By the sound. Listen again, *ā, b*. Is there any difference in these sounds? There is. How do you know? By the sound. Make the second sound; now the first sound. Look at my mouth when I make the sounds, *ā, b*. Is it in the same position each time? It is not. How is it when I make *ā*? The mouth is open. How when I make the sound *b*? The lips are shut.

The teacher now wishes to introduce signs of sounds. Look at

me, children. When I make this sign, — he snaps his finger, — you must make the sound *ă*. What are you to do when I make the sign? Make the sound *ă*. What is the sign that I shall make? The pupils snap their fingers. Very well. That is the sign for what sound? The sound *ă*. Be ready for the sign; he makes it. Pupils, *ă*. Sign. Pupils, *ă*. You make the sign and I will make the sound. Pupils make the sign. Teacher, *ă*. Here is another sign, two snaps of the finger, for the sound *b*. Make the sign. What is this the sign of? The sound *b*. Make the sounds as I make the signs. Pupils, *ă, b, ă, ă*, etc. You may make the first sign for me. Teacher, *ă*. Are the sound and the sign alike? They are not. Look at me again, I will make a sign upon the blackboard for the first sound. The teacher makes a capital *A*. When I point to this sign, you must make the sound *ă*. What are you to do when I point to this sign? Make the sound *ă*. Ready. Pupils, *ă, ă*. Very well.

You all have names. What is yours? Mary. And yours? Susan. And yours? John. Well, this letter has a name also. How many would like to know its name? We all would. Its name is *ă*. Give me its name. Pupils, *A*. As I point to it, give me its sound. Pupils, *ă*. What was the other sound you made? Pupils, *b*. Here is a new sign for it. Give me the sounds again. Pupils, *ă, b, b, ă, ă, ă, b*.

Now go to the board, and take some chalk. Look at me. What am I doing? Making a mark. How many marks? One mark. Look at me again. See how I make the mark. You make one like it. Quite good. Take the chalk cloth in your left hand, and the chalk in your right. Rub out the line. See me make another line. Now make one like it. Rub it out. Another. Rub it out. Another. Another. Be quick. Another. Now look at me. How many lines did I make? Two. You may make two in the same way. Give attention. I am going to erase these lines. What did I do to them? You rubbed them out. When I tell you to erase a mark, what will you do to it? Rub it out. Erase the two lines. Look again. How many lines have I made? Three. Make three in the same way, as fast as I count, — so, — one, two, three. Be ready; one, two, three. Erase. Again, one, two, three. That will do. What is the name of that letter. Pupils, *A*. What is the sound? Pupils, *ă*.

What have I in my hand? A hat. What can I do with a hat? Wear it. What is this in the book? A hat. Where is the hat? On the table. Is this a real hat in the book? It is not. What is it, then? A picture of a hat. Can I wear the picture hat? You cannot. What can I wear? The real hat. Listen: I will speak the word hat. You speak the word hat. Point to the real hat. Can I speak the real hat? You cannot. What can I speak? The word hat. Now look at the board. I am *writing* the word hat. What have I written? The word hat. How many real hats are there. One. How many pictures? One. How many words? Three. Which can I wear? The hat. Which can I speak? The word hat. Which can I write? The word hat. See how the word hat looks. Can you find the word hat in your books? Yes, sir. Hear how I speak the word hat. Have you ever heard these sounds before? Yes, sir. What is the first one? Pupils, *h*. The next one? Pupils, *ă*. The last one? Pupils, *t*.

The teacher has no tablets, or block letters, and therefore reserves the words on some part of the blackboard for constant reference and repetition, so that the children will be able to tell the words as soon as they see them. If he has tablets, etc., they will save much time. His exercises are very short but quite frequent, and generally only one part of the subject is given at a time. As he is wide awake, so are the pupils.

He sometimes gives the sounds, and the pupils give him the letters; and again they give him the sounds, and he gives the letters. The letters, sounds, and words are learned in a short time in this way, and then arranged in the usual alphabetical order. The children analyze the words to see how they are to be pronounced, if they have never seen them before, and then name the letters and thus learn to spell. In this way, they will soon be able to master all the new words of regular formation that occur in their reading lessons, and know that they are pronouncing them correctly. They will be able, also, to make a distinction between reading, spelling, and study.

THE bud and blossom give promise of the future fruit.

ELEMENTARY EXERCISE IN MENTAL PHILOSOPHY.

LET the exercise be commenced without announcing the subject. Tell some story which will interest the class, and when it is finished, ask what they were doing while listening to you. Some one will probably answer that he was thinking of what you were saying. Then inquire if the *body* was thinking. CLASS. No. TEACHER. What was it, then? C. The mind.

Ask if their feelings were excited,—if they were amused, grieved, or angry, as the case may be. “Yes,” will be the reply.

T. Did the body feel? Was the body pleased, etc.? C. No. T. What was it that felt? C. The mind. T. Raise the right hand. Drop it. Did the body act? C. Yes. T. Why did you raise your hands? C. Because you told us to do so. T. Could you have determined not to comply with the request? C. Yes. T. When I asked you to do thus, you could *will* to obey or not to obey, just as you were inclined. You chose to obey, and willed that the hand should rise. What part of you did the willing? C. The mind. T. Right. The mind, in some mysterious way which I will not now explain, sent a message down to the hand that it must rise, and the body obeyed. You see that the mind can think, feel, and will; do you think of anything else which it can do? If there is no answer, tell them that there is nothing that the mind does which may not be placed under one of these three heads,—thinking, feeling, and willing. T. What *is* the mind? Very likely nothing satisfactory will be given in reply. T. We cannot tell what it is. It is one of those things which we can define only by telling how they manifest themselves,—what they do. It is that which thinks, feels, and wills. In what part of the body is it said to have its seat? C. The brain. T. We say of a person who succeeds well in any particular thing, that he has a *faculty* for doing that thing. What do we mean by that? C. That he can do it well, and better than others, perhaps. T. We really mean a little more than the word implies. The *faculty* of acting is simply the *power* of acting; but, in our use of the expression, we add to that and imply the power of acting in an easier, better, and more remarkable way than is common. The mind has the power of thinking, feeling, and willing. We may say, then, that it has

—how many faculties? C. Three. T. Name the first. C. The faculty of thinking, or of thought. T. The second. C. Feeling. T. Third. C. Willing. T. Can you *think* of a thing without knowing something about it? C. No. T. Then, as all thought implies some knowledge, we may call the faculty of thought, also, the faculty of knowing. *Intelligo*, a Latin verb, means I know, I understand.

If there are Latin scholars in the class, call for the parts of the verb.

T. Take the supine *intellectum*, — cut off *um*, and what remains? C. Intellect. T. That name we give to the mind's faculty of thought. *Sentio* means I feel. Give the parts. What English words come from the supine? C. Sense, sensibility, etc. T. Sensibility is the name given to the faculty of feeling; the will, to that of willing. Now what do we call the faculties of the mind? C. Intellect, sensibility, and will. T. When I say that the mind thinks, feels, and wills, do you think that there is one part of the mind which thinks, one which feels, etc.? The answer may be "Yes." T. It is not so. The mind is a unit, indivisible; but it is capable of manifesting itself in various ways. Its power of acting in any one way, of bending its energies in any one direction, is a faculty. The mind itself remains one and the same.

Hold up a book, and ask the class how they know that it is a book. C. Because we can see it. T. Would you know what it is by any other means? C. By feeling it. T. When things are placed before us, we get a knowledge of them by the senses. You know that this is a book, by means of the eye. The impression produced by the sight of it, is conveyed to the mind, and the mind has the power of presenting to itself a picture of the book. I do not mean by this, that there is an actual image of the book somewhere in the brain, but only that the mind has the power of knowing the object, — of cognizing it. To explain the matter, we are obliged to say, either that the object, or a picture of the same, is presented to the mind. The mind perceives that this is a book. Its power of doing so, we may call perception, or, since the objects are presented, the presentative power.

Remove the book from sight, and then ask if they can see it in mind.

T. Has the book been presented to the mind once already? C. Yes. T. Is it now presented again,—*re-presented*, as we may say? C. Yes. T. Are the conditions the same now as before? C. No. T. In the first case, the object was present,—in the second, how was it? C. It was absent. T. Then this act of *re-presenting* the book, involves a different action of the mind. The power by which the mind does this we will call the representative power.

Take two books and ask the class to point out the resemblances and differences. Tell them that they have been comparing them,—exercising what is sometimes called the faculty of comparison.

T. In comparing these books were you thinking the more of the books, or of the relations existing between them? C. The relations. T. The mind turned from one to the other, almost too rapidly for the transition to be noticed.

Explain the derivation of the word *reflective*, and its application to this action of the mind. Ask them to point out the differences between this power and the other two.

T. Has this book length, breadth, and thickness? C. Yes. T. What name do we give to these three dimensions? C. Extension. T. If a thing has extension, must it be extended *in* something? C. Yes. T. What is that something in which all things are extended? C. Space. T. Can you *see* space? C. No. T. Can you feel it? C. No. T. Have you any idea of space in your mind? C. Yes. T. Can you think of this book or any material substance without an idea of space in which they exist? C. No. T. The idea of space is then a necessary idea. It does not have its origin in anything external, but it is born within us. Such an idea is called an intuitive idea, and the power by which the mind has these ideas, the intuitive power. How does the presentative power deal with objects? C. As present. T. The representative? C. As absent. T. What does the reflective power consider? C. The relations of objects. T. Does the intuitive deal with objects at all? C. No. T. It deals with truths and ideas; not with the sensible, but the super-sensible.

This gives barely more than the outlines of what such an exercise should be. It would be almost impossible to write all the questions and answers, all the repetitions which must necessarily

occur. If it gives an idea of how such an exercise should be conducted, the object of its preparation will have been attained.

F. A. R.

CHIT-CHAT.

BY MISS MC GRATH.

TALKING of school-boys and girls, in the light of unfledged men and women, as I did a short time since, was quite sufficient to set any moralizer on the track of a great many arguments, pro and con, regarding school-children generally, or at least, so far generally, as pertains to our own country. The said old moralizer following the distinguishing characteristics of his class, would instantly begin, first to *find* faults, — which they always remember, — and then to *correct* them, which they sometimes forget. If he should happen to arrive at this mood, it's amusing to think of the "Comedy of Errors" — the harvests of misdeeds and misconceptions, that hides like a hornet's nest under the fair leaves of that wonderful plant — our American school system.

We might look at a few of them together — but first for a digression. How many of us have ever seen, or heard of, or read about Nursery schools on the French or German plan, in which the youth of those countries commence their training? How many have read of the Sunny Kinder Gartens, where the good friend of the little ones, half-mother and half nurse, and whole teacher, sits among her little charge and gives them lessons of love and happiness, as well as *Deutsche* and *Français*? How many have thought — almost with a pang of envy — upon the cheerful lessons, where each little soul is taught to read for itself the language of Nature, and blend her tenderness and loveliness with the harsher training of men and books?

To feel interest in all things, to ask about and study all things, to listen to teachings which are not dry and formal, but beautiful, as all true teaching should be, to receive impression from the trees, the flowers, the birds, the air and the sunshine, as well as from the fountains of knowledge that flow languidly through the dust

of the school-room—this is part of their study and practice. How strange it seems, compared with the dry monotony and barren reiteration of our juvenile hot-beds, where reading and spelling are only enlivened by spelling and reading, gilded and finished by special applications of reading and spelling again. What a bare growth, unwarmed by any of the natural spirit of childhood; what a rule and plummet line to guide the little happy feet through the flowery paths of education!

Before, however, we grow warm over fancied wrongs or alleged wrong-doing, let us ask ourselves what we mean and understand by "Education." Is it the learning by books of the rules in books—the study of the dead letters of living facts—the filling of the young, plastic mind, with half understood phrases and half meaning words? Is it the turning aside of natural impulses, and the straining into dark and devious ways, of natural enthusiasm—the drilling of infants into the manners of old age, the curbing of its vivacity, the hushing of its laughter, the taming of its fancy, the breaking of its spirit? Or is it the leading that spirit, with all its freshness strengthened, all its vivacity heightened, all its enthusiasm encouraged, all its energy roused, all its sweet animation, its happy fancy, its unclouded spirit revived—to read for itself the problem of life, as it opens from the cradle to the grave? Is it to keep childhood's trust unbroken, childhood's faith untainted, childhood's love and religion unstained, through the cloud-veiled future—to lead it to see beauty and wisdom and truth in all around it, to teach it from living hearts and existing nature, the great mysteries of which books give us but the skeleton epitome? Is it to educate enthusiasm into purpose, animation into energy, vivacity into strength—to temper imagination with prudence, and leave morality as a guide to Faith? Which of the two shall we take as the means of training the bud of time into the blossom of eternity?

Suppose it to be the first. Suppose that by dint of precept upon precept, and rule upon rule, by keeping down and building up, with axiom and proposition, we have at last succeeded in forming a mind which shall grasp and hold all intellectual nutriment in the shape of lectures, history, geography, arithmetic, languages, and in short, all the learning, ancient and modern, that you can pour into it. Let us suppose that it can swallow unlimited quantities

of algebra and unmeasured conic sections of trigonometry, oceans of Greek, and deserts of other branches — what kind of character shall we have as our reward? What sort of abortion upon human nature, without sympathy or manliness, without moral worth, beyond the knowledge of some version of theology, or mental force beyond the power of suction; without the capacity of sharing his treasures with others, or realizing their true value for themselves, he may live a spiritual death in the midst of exhaustless plenty.

This may be our reward: A creature with no ambition, no character, no healthy action that engages all it meets in the struggle to snatch something of worth from it. Of course it must be granted, that there may be sufficient vigor to resist the pressure of cubic learning and solid facts, and that some spirits may squeeze out between the ghosts of dead authors a little light of their own, to enable them to see for themselves. But the chances are against it.

Suppose, on the other hand, that we train our little people in the natural way. Suppose we lead them to seek knowledge and wisdom from every circumstance that occurs, and every object that surrounds them. Suppose they are taught to read the wisdom of Nature by the light of their own souls, and expend their own vitality in the search for happiness; that along with reading books, they study character, and hold themselves open to every sunny influence. In fact, suppose they are led to look upon life as a theatre for action with room for the mark of every noble spirit and wealth, for the grasp of every true hand, with human hearts to sympathize and love, and sunshine of its Creator's presence lurking in every hidden truth ready to flash on the gazer's eyes, when he shall seek it; with the desire for whatever is lovely and the sense to seek it in all things — looking on books only as one medium by which this may be accomplished — what kind of man shall be given to us for our pains? — *Wide World*.

THE profit of reading depends upon the manner in which it is pursued.

THE REQUEST.

You ask of me a little song,
 Whose words shall smoothly glide along,
 And please the ear;
 But, ah! how many try in vain,
 To wake the muse's lofty strain,
 As I do here.

It truly seems an easy thing,
 To mount on fancy's airy wing,
 The heights of song;
 But when through azure space we fly,
 The giddy heights seem far too high,
 The way too long.

THE SONG.

THE COUNTRY GIRL.

THOUGH not in silk and satin drest,
 She has a queenly air;
 o jewels deck her virgin breast,
 Or gaudy plumes her hair;
 Though others far excel in song,
 And pleasure's giddy whirl,
 No one more blithely trips along,
 Than does the country girl.

Though she may not of riches boast,
 Of wealth both near and far,
 Of treasures she has yet a host,
 And precious gems they are;
 The deep blue eye that plainly tells
 Her feelings' ebb and flow,
 A heart that oft her bosom swells
 For human pride and woe.

Though she moves not in mystic dance,
 To music's swelling tones;
 Though few may claim her happy glance,
 To cheer their fireside homes;
 Though she has not each outward grace,
 A soft white hand, a radiant curl,
 In few more gems of worth we trace,
 Than in the queenly country girl.

She oft is seen, at early dawn,
 With milkpail in her hand,
 While tripping o'er the meadow lawn,
 The pride of every land ;
 But who is she, so little known,
 Yet rich as any earl,
 In all that makes earth's joys our own ?
 The happy country girl.

She wears no fine or rich brocade,
 No silk with gold entwined,
 No splendid coronet of pearls,
 But jewels of the mind.
 For her the groves and forest trees,
 Their vernal leaves unfurl,
 And roses scent the sighing breeze, —
 The blithesome country girl.

SCANNING.

IN all the schools where Latin is taught to any considerable extent, more or less attention is paid to the subject of scanning. The reasons given for bestowing any attention upon it, are various ; but the one most generally presented and hence regarded as the most important, is this : it teaches the true pronunciation of the Latin language, in regard to accent. The question naturally arises, why leave the study of this important matter till the pupil begins to read Latin poetry ? Does he not have constant use of the knowledge thus obtained in his previous study of prose ? Is it not as essential that he should know how to pronounce that correctly as to know how to scan correctly ? It is said by some that, in the study of Latin prose, it is sufficient for the pupil to be told by the teacher that the quantity of a vowel in a given word is long or short, as the case may be, and to be required to give the pronunciation in accordance with the rules laid down for accent in case the penult is long or short, and to remember it thereafter by means of iteration and reiteration ; that the pupil learns to pronounce English by the ear and by means of a dictionary and that this is suffi-

cient, generally, for the pupil who does not intend to go to college and reads little else than Latin prose. If this is true, however, the teacher might go a little further, and, with the same aid, the pupil would be enabled to do all the scanning that would ever be required of him, if he did not propose to enter college.

Another question arises. Why does the boy who goes to college need to know more about the rules and practice of scanning than the one who only intends to *fit* for college? It is said that he will, of course, read more Latin poetry and therefore require a wider knowledge of the quantity of the vowels. This is true; but will not the means employed at the outset of his study of prose, carry him through all the Latin words he will ever learn, and consequently through all the stages of his reading, whether in prose or poetry?

What is scanning? The books say it "is the dividing of a verse into the feet of which it is composed." What is the object of this, and what is accomplished by it? It is necessary for the poet to know the quantity of every syllable, but is it equally necessary for the reader of every kind of verse? A person may know the general laws of scanning, and may apply them to the *Æneid*, and even scan with ease and elegance, without being able to give the quantity of every vowel in every word.

The time spent in learning the rules of quantity, differs very essentially in the different schools, as well as the method of applying them and the amount scanned in each daily exercise. Some teachers spend five, six, or even eight weeks in daily recitations on quantity, and require every exception that has been found in the whole range of Roman literature, to be thoroughly learned before a beginning is made in the art and practice of scanning. Even if this is deemed necessary, there is no need of waiting so long before the pupil begins his work.

We will suppose a class has no knowledge of scanning, or of the laws of quantity. The teacher selects a few of the more prominent rules, and requires them to be learned and recited at the next lesson. He then goes to the blackboard, and, in an oral manner, presents the general method of scanning, explaining and illustrating, as far as possible, the terms used, as *arsis*, *thesis*, etc. Let him take, for instance, the first two or three lines of the *Æneid*. He

makes the usual straight and curved lines to represent the long and short syllables, and then places the mark for accent on the proper syllable of the foot, drawing lines, if he chooses, to separate the feet and also one to divide the verse into two parts of the manner of reading English verse.

Under these marks of quantity, let him write any word as *tum*, and pronounce it with a marked emphasis whenever the accent is written over it, giving it double the time in pronunciation. This should be done several times, and in a very distinct manner. The class is now required to do the same thing, first after him, then with him, and then alone. The movement is soon learned and indelibly fixed in the mind. The pupils now go to the board, and, at the teacher's dictation, write the same thing. This is to be gone through with in the same way as before, in concert and individually.

The class is now ready to write the Latin words as far as *litora*, observing the punctuation. By this time, the pupils are so familiar with the scanning movement, that, after a single illustration or two, more to guard against any positive error than anything else, they are able to go through the whole at once accurately and often elegantly. The movement illustrated is the only one for this kind of verse, and the first part of the foot, as indicated, is always to be accented; if there is any deviation from this, there is an exception somewhere, which must be looked after.

What is suggested above, can be performed in a very few minutes, and in such a way as never to be forgotten. The teacher may now scan a few lines, the number to be assigned for the next lesson, and require them to be presented, as nearly as possible, in the same manner as in the model.

At the next lesson, the rules are recited and others assigned, the translation is given, the construction and parsing attended to, and then comes the first attempt at scanning. If the teacher was as successful in his first lesson as he ought to be, there will scarcely be a failure in any member of the class. The first exercise should be after him, in concert, and then by the class without him, and then by each pupil separately. The succeeding lesson is now scanned by the teacher, and the first line is given to be proved in regard to the quantity of every syllable, and described in reference to the feet which compose it.

A few of the rules of quantity can be learned each day, and the

exceptions carefully noted when the occasion requires, and the whole lesson beautifully scanned if it should extend, in a short time, to fifty, seventy-five, or even a hundred lines. Much practice is secured by having the pupils scan simultaneously, the class keeping time like a company of singers. Each scholar may also be required to commence at a different line and scan alone till he has completed the advance and review. In this way the whole class would be reciting together, but in different places. The individual tests are to be rigidly adhered to.

The practice of many teachers, seems to us to be somewhat objectionable. A pupil is required to rise and give the scanning of the first line; he stops there without any regard to the sense, and the next pupil gives the next line in the same way, and so on, merely chopping the line up into dactyls and spondees regardless of punctuation or cæsura. How it would sound to read English verse in that way! Many teachers either require or allow the pupil to make the feet too prominent, just as though that was the only thing to be observed in scanning, and maintain that the method suggested of regarding the more important marks of punctuation, etc., and hence the sense, is reading Latin poetry but not scanning it. A good reader of English poetry cannot fail to give distinctly to the ear every foot, although in reading he does not think of it. The same is true in regard to the verse of Virgil. If, in observing the sense, we stop somewhere in the verse after the first syllable of a spondee, for instance, and give to that syllable more time than properly belongs to it; we have only to read the next syllable as a short one, and the time and movement of the whole verse is preserved.

There seems to be something unnatural in the application of ecthipsis, or "the elision of a final *m* with the preceding vowel, when the following word begins with a vowel." If we take, for example, the third line in the *Æneid*, we shall have, as usually scanned, *mult 'ill' et*, etc. The possible combinations of *multus* declined and *est*, are numerous; as, *multi est*, *multæ est*, *multa est*, *multum est*, *multo est*, and all of them, according to the usual method, are to be scanned *mult 'est*. In this way, the ear can not distinguish the combination, and hence the sense is obscured. It would be better to elide the *e* of the verb, and scan *multum 'st*, *multo 'st*, etc.

HOW HE MANAGED HIM.

A TEACHER, at one time, had a large stupid boy, or rather young man, in his school, who was better known for his propensity and ability to fight than for anything else. For three or four previous winters, he invariably had his pitched battles with the teachers, and on account of his great size and strength, usually came off victor, though he was obliged to leave the school for the remainder of the term, or had his own way if permitted to remain.

Although the oldest boy in school, he was no scholar at all, and it was only in consideration of his age and bulk, that he was allowed to be in the second class in reading and spelling, for it could n't be said that he pursued any other study. It was the teacher's custom, at the close of school in the afternoon, to have all the classes, from the second down to the sixth, come into the middle of the floor to spell. A lesson in spelling had been assigned to the second class, and they came out as usual, but, sad to say, they went through the form without the substance. It was a terrible spell. The lesson was assigned a second time, and, at the hour for spelling, the result was not much better. The teacher became a little provoked and threatened, — in *this*, certainly, he was unwise — that, if they did not have the lesson the next morning, they should stand in the floor till they had learned it.

In the evening there was a writing school, taught by some wandering knight of the quill; and the stupid boy, of course, was present. He had much to say in regard to the lesson for the next morning, and boasted that he should not look at it nor stand in the floor if required to study. The smaller pupils felt that they had a noble example as well as defender in their "elder brother," and, in imitation of their chosen leader, *they* also declared their intention of not studying.

A sensible young lady, a member of the school, being present and overhearing the remarks of the boys, informed the teacher of their proposed rebellion, and thus enabled him to be on his guard against any surprise.

It was the practice, in those days, to have the first and second classes "read round" in the Bible, two verses each. The teacher was well aware of his inability to get the boy into the floor, if he

was unwilling to leave his seat, and felt equally sure that he could prevent his returning, if he was once fairly out of it. What was to be done? As soon as the first class had finished reading, the second class was informed, with much apparent indifference, that they might read "in the floor." No one suspected anything, and they all immediately took their places. While they were reading, the teacher "improved" the occasion to get into the aisle directly behind the dull boy and "hero of a hundred fights."

When the reading was over, the words were "put out," and the strength of the class was tested. A portion of the smaller boys on sober second thought, concluded that it would be better to prepare the lesson as desired, and accordingly had done so. They were sent to their seats, with the caution to do better "next time." The other pupils were told to get their books and study. Their "midnight daring" all oozed out, at the mild but decided command of the teacher, and the books were immediately in their hands. The teacher saw, — but did not appear to see, — that Henry, who happened to have his spelling-book with him, did not open it to study. He busied himself a minute or two, with one or two unnecessary things, and then turned towards the boy, as though he had just noticed his neglect, and said — "what, Henry, are n't you studying? How do you expect to get your lesson? You see all the others are at work. Did n't you miss any of the words?" "O yes; but I am not going to study." "Why not? You do n't want to act differently from the other boys, I hope?" "Well! I do n't know as I do; but the first class do n't spell their lessons well." "That is not your class, is it." "No." "Well! Do not mind anything about the first class; I will take care of them. I know some are faulty in that respect. It is very easy to take your book and get your lesson, if you only think so. You will feel much better afterwards, if you do as your teacher wants to have you, because it is right. Suppose you disobey me after all my kindness to you, — this is the first time I have had occasion to talk with you in this manner, is it not?" "I believe it is," — "and go to your seat without studying, it seems to me that you cannot be entirely happy, if you think about it. You *do* think sometimes, do you not?" "O yes." "You believe I would advise you to do what is best for you, do you not?" "Yes sir." "Well, then, I would do

what is right. I would take the book and get my lesson. *Will you do so?* "I did n't mean to when I came to school, but I will. Yes, sir, I will get the lesson as well as I can."

Suffice it to say, that the words were prepared in a short time, and the class dismissed. At recess the other large boys in the school said, "Henry, why did you take your book? We thought you told us last night and this morning that you did n't intend to; that we should see a fight to day." "Well, I did; but I should like to see *you* "stand out" and have the master talk *to you* so. I supposed he would get 'mad' like all the others and *I*, too, and then we should fight. I never had a teacher kind to me before."

HORACE MANN'S STATUE.

I HAVE been much gratified to observe, that public attention has recently been renewedly called to the subject announced at the head of this article. It is one in which our whole community has an interest, which has been neglected too long, and which the readers of the *Teacher* cannot but feel rejoiced to have adverted to in your pages.

Early in May, — ultimo — the following notice appeared in the *Boston Evening Transcript*:

"TO THE FEMALE TEACHERS OF MASSACHUSETTS. — In 1860, the Legislature of Massachusetts appropriated \$1500 in aid of the project of a monument to the memory of Horace Mann, and granted a site for the same in the grounds of the State House. An artist of genius — a woman, who felt how much he had done for her sex — offered to make a statue for the cost of the work. She has produced a beautiful model, which is satisfactory to the committee. A considerable proportion of the money has been subscribed, but it is required, however, that at least \$1000 more shall be raised.

"Hard as are the times, the work must be done now or not at all. Will not the female teachers of our State come to the rescue, and secure a public monument to the great educator, to the man who did so much to dignify their calling, whose life was a history of disinterested and enthusiastic devotion to that cause which underlies all progress? Surely they should have the honor and gratification of thus associating themselves with the memory of a friend, who has done so much to present to others, as strongly as he felt himself, the dignity and importance of their calling. To enlighten teachers as to the scope of their responsibilities and powers, to open to them his own conceptions of the sacred and most important functions

assigned to them, as he deemed, by the will of the Creator, was his constant labor; and to encourage and aid those who could enter with comprehensive sympathy into his views, was his greatest delight. The public acknowledgment of his services, from which his sensitive spirit shrank while he was with us, now becomes a sacred duty.

"Subscriptions, of one dollar or less, will be received by Mrs. Josiah Quincy, Jr., No. 4 Park Street, or Dr. S. G. Howe, Treasurer of the Committee, 20 Bromfield Street, Boston."

And I cannot but hope that ere this, the call has been extensively responded to. Still, as there are numerous individuals who would gladly assist in this good work, if the matter were but brought fairly before them, I purpose to invite the reader to go back with me in a cursory review of Mr. Mann's public course, for the purpose of refreshing the memory of such as are not unfamiliar with it, and more especially for making some statements for the information of those who have since appeared on the stage of action among us.

Mr. Mann is best known, — as intimated in the *Transcript* article above, — as the friend of universal education, and especially of those females who have devoted their lives and powers to the instruction and training of the young. This, however, was but subsidiary to the great object of his life, which was that of doing good, benefiting his race, extending those principles of philanthropy, best calculated to inculcate a spirit of universal brotherhood throughout the world. Hence, he early engaged in the cause of universal freedom and practical temperance, and became an ardent champion in each.

The insane of this commonwealth soon engaged his attention, and to his zealous and persevering efforts, more than to those of any other man, are this unfortunate class of human beings indebted for the establishment of that noble institution, the Asylum for the Insane at Worcester, Mass. If Mr. Mann had accomplished nothing else, this grand enterprise alone would have entitled him to the gratitude of our whole people. Previous to his movement in the work, they who, by the providence of God, had been deprived of reason, were consigned to prison like malefactors, and a course of treatment adopted towards them which makes the heart of humanity bleed, to recall even in imagination. But, through his efficient instrumentality mainly, the means of the State were appropriated to the erection of suitable buildings for a home for them, proper

officers for their management were appointed, and a course of treatment and discipline introduced, from the exercise of which, not only were numbers restored to friends and mental health, but all were made more or less happy, during their residence at the Institution. Of the workings of this princely establishment, it is not necessary to say much here ; for it has long stood at the head of the beneficent public institutions of Massachusetts, and is still doing a work for the melioration of human suffering, honorary to the State and an unspeakable blessing to thousands.

Mr. Mann's labors as Secretary of the Board of Education, commenced in 1837, — he having relinquished a lucrative practice as a lawyer, to undertake a very laborious service, for the moderate yearly compensation of one thousand dollars.

The Secretary was required by the Board, to visit each of the fourteen counties of the State, annually, and call a convention in each, of the friends of education, to discuss subjects connected with the schools, and by hearing reports of their condition, their wants, the sentiments of the people generally concerning them, and other matters collateral thereto, to excite a new interest in these nurseries of the common mind, on the existence of which the intellectual and moral welfare of the community must essentially depend.

At each of these conventions, he delivered an elaborate address on one or more leading topics, to which, in his judgment, attention should be called ; and this formed the main basis of his Annual Report to the Board, after he had completed his yearly visits. Questions proposed to the school committees of the various schools of the State, were answered by them, and returns made to the Secretary, which constituted a part of his full report to the Board.

The subject of school-houses formed the main topic of his first address, and furnished the staple of the Annual Report that followed. This embraced size, locality, desks, seats, ventilation, warming, light, windows, yards or playgrounds ; also, the duties of teachers in relation to school-houses.

Very little attention had previously been given to these matters, by those who had charge of the public edifices for the use of the young ; and a new era was forthwith inaugurated. In a very short time the old and unworthy structures that had been used as school-houses, gave place to larger, better, and more commodious ones, till, at length, very few that had been a disgrace to the communi-

ties in which they were situated, remained to shame the men who tolerated them.

The building in which a large portion of the lives of our children is to be spent, instead of being, as formerly, cold, uncomfortable, inconvenient, and unworthy to be the abode of our domestic animals of value, has become fit for a prince's residence, "a thing of beauty," ministering not only to the health and convenience of the pupils, but, also, promoting the taste and refinement of his mind.

Among the various topics which, from year to year, were brought before these conventions, *Normal Schools* became a prominent one; and deservedly, for importance, stands in the very front rank. They are no longer an experiment. Their utility has been tried, and *not* found wanting. They stand among the dearly-cherished institutions of the State; and our wonder now only is, how we could have ever trained our children without their instrumentality. Whatever of art is to be acquired, must needs have a teacher; but who is to instruct the teacher?

The four public Normal Schools of Massachusetts, cannot qualify its pupils for teaching, so fast as their services are needed; and so high a rank do persons, who acquire the art of teaching in these seminaries attain, that there are many towns in the State, whose committees will not accept the services of any who have not enjoyed the advantages of the training in one of them.

School libraries, class-books, subjects of school instruction, discipline, school apparatus, beginning with the blackboard — the most important and valuable, considering its cost, ever introduced into a schoolroom — lengthening of school terms, substituting, under proper limitations, female teaching for that of our own sex, increase of appropriations for school purposes, and consequent advancement of teachers' salaries: These all and many other kindred subjects were dwelt upon and enforced, with a power and perseverance that ultimately influenced nearly every school organization in the commonwealth; and our children, under instruction at the present day, are among the fortunate recipients of the benefits thence accruing.

The compensation allowed to teachers, even now often inadequate to the inestimable value of the services rendered, has, through the labors of Mr. Mann, been increased, since his appointment to office, from twenty to twenty-five per cent. — perhaps more — especially among the female teachers, while there can be

little doubt that the *quality* of the instruction has advanced still more.

Hence, it is obvious that a wide and full survey of the whole field of the great science of preparing human beings for life's high and imperishable duties and destinies, engaged the mind and heart and affections of our friend, to the extent of his abilities, which were neither few nor small; and he died at last, at his post, a martyr to the cause of human improvement, over-working his already shattered system, at the head of Antioch College, whose devoted and admiring students will never cease to cherish his memory, as enshrined in their grateful hearts!

Can it be, then, that the comparatively insignificant sum of money needed to finish the monument, which his friends desire to rear to his character, his labors, and his worth, shall be longer waited for, to accomplish their design?

After the battle of Pharsalia, which cost Pompey his life, Philip, his freedman, gathered such materials as were at hand, to raise a funeral pile, on which to burn the body of his beloved master. While he was thus piously employed, (as Goldsmith, his historian, expresses it,) he was accosted by an old Roman soldier, who had served under Pompey in his youth. "Who art thou," said he, "that art making these humble preparations for Pompey's funeral?" Philip having answered that he was one of his freedmen, "Alas!" replied the soldier, "permit me to share in this honor also; among all the miseries of my exile, it will be my last sad comfort that I have been able to assist at the funeral of my old commander, and touch the body of the bravest general that ever Rome produced." After this, they both joined in giving the corpse the last rites; and collecting the ashes, buried them under a little rising earth, scraped together with their hands; over which was afterwards placed the following inscription: "He whose merits deserve a temple, can scarce find a tomb."

If such tender and grateful sentiments could find a place in the bosoms of a heathen and a barbarian slave, shall they not occupy the heart of a Christian teacher? And will not every one, male and female, according to his or her means, rush with alacrity to assist in the holy cause we have been considering: saying, with the emotion the occasion must inevitably excite, "*Permit me to share in this honor also!*"

G. F. T.

Resident Editors' Department.

MEETINGS AT EDUCATIONAL ROOM.

THESE meetings have steadily increased in interest. We have taken notes of the discussions, and shall from time to time present to the readers of the *Teacher* the views advanced.

It has been voted to hold these meetings in future on the *first* and *third* Saturdays of each month, commencing at 2½ P. M., and closing at 4.

Subject for the first meeting in June, *The Best Method of Teaching Mental Arithmetic.*

SCHOOL REPORTS.

MANY of the School Committees of Massachusetts have kindly sent to our office copies of their last School Reports. We hope to receive a Report from every town in the State.

The Reports already received, we have examined with great pleasure and profit. With few exceptions, they are an honor to the Commonwealth, and an aid to the cause of education. They discuss with ability and wisdom the claims of universal education, and the duties of teachers, pupils, and the public. The more we read the School Reports of Massachusetts, the more highly do we estimate our system of free schools, and the more do we respect the intelligence and fidelity of those by whom it is supervised.

But while we fully recognize the merits of these Reports, we desire to protest once more against one feature, which, in many of them, is very prominent. We refer to the particular criticisms which are made in regard to the successes or failures of individual teachers. From a large number of similar criticisms we take the following:

"Her examination for the position was very satisfactory, giving promise, so far as an examination could, of a successful school. But from lack of tact in teaching, and executive ability in the general management of the scholars, she failed in realizing the expectations of the Committee. The order was not good. The scholars were uninterested in their studies, and though much effort was put forth, but little was accomplished. * * * She labored, we think, with a sincere and earnest purpose to do her best."

"The fall term was taught by Miss ———. There is a difference be-

tween a *good* school and a *tolerable* [?] *good* school. This belongs to the latter class. Miss —— lacks in energy and tact; the movements of her mind are too slow to meet the wants of the schoolroom. She labored hard, was interested in her work, and earnestly desired that her pupils should make improvement."

Now we beg to ask, respectfully but most earnestly, who in the world is to be benefited by remarks like these? Will they make the teacher a better teacher, the scholars more docile, the parents truer friends of the schools? Will they not rather tend to crush the heart of the teacher, and to increase the obstacles which many children and some parents are too ready to place in the teacher's path, thus defeating the very objects that the school is designed to accomplish?

We maintain that so long as a teacher is employed by a Committee he ought to be sustained and encouraged by them. If he have faults they *should be pointed out to him privately, and not officially proclaimed to the world, to his own disgrace and the school's detriment.* If his faults are serious ones, and he cannot correct them, let him be quietly discharged, and let him not be pilloried in the next Annual Report.

No teacher can succeed who has not largely the public confidence; and no teacher can possess that confidence whose every fault is exposed by his committee to the public gaze.

Ladies, especially, have in many cases been totally disheartened by unkind criticisms upon their labors. It does seem to us that, when a lady has confessedly put forth "much effort, with a sincere and earnest purpose to do her best," has "labored hard," been "interested in her work," and has "earnestly desired that her pupils should make improvement," it is positively cruel for a Committee to say officially to every man, woman, and child in the town, that she was deficient of "tact in teaching and executive ability," or that the movements of her mind were "too slow to meet the wants of the school-room."

If she is worth retaining as a teacher, let her not be publicly disgraced; if she is not, let her go in peace. These are our sentiments. Want of space forbids further discussion of this subject at present. But we must make room for the following excellent remarks, which we find in the last Report of the School Committee of Quincy, written, we understand, by Judge White:

"We shall make no personal criticism of the teachers. We see no necessity for such criticism; and we feel that much injustice might be done to them from our own imperfect knowledge of their schools. If a teacher is unfit for his place it is the duty of the Committee to remove him; if his merits overweigh his faults, the Committee should counsel and advise with him in private. It serves no good purpose to parade, in a public report,

the faults and foibles, or alleged faults and foibles, of a teacher; or give a semi judicial opinion of condemnation of his character.

"The critic himself cannot always feel sure that he has made due allowance for the thousand and one causes which coöperate to make the school what it is. He may not be fresh in the studies pursued in the school, or the modes and methods of teaching and disciplining the pupils. He may not have seen the school in all its phases. He may have dropped in when the school was in a bad mood, and things were all awry. He may have gone into the school when it was in its best estate. Sometimes School Committees have some fond notions of their own — whims, crotchets, puzzles, or conceits — with which they seek to gauge and measure the schools. Then there is the liability to do injustice by speaking of the several teachers personally, from fear, favor or affection, not to mention resentment at some real or fancied indignity."

AMERICAN INSTITUTE OF INSTRUCTION.

SPECIAL NOTICE. — It is due to those who propose to attend the meeting of the Institute to be held at Hartford, Conn., in August next, that notice should be given of a change made in regard to the entertainment of ladies.

The Annual Meeting of the Institute occurs at a season of the year when many families are absent from their homes, at the various places of summer resort, or with their friends in the country; and this circumstance has often embarrassed local committees who have had charge of procuring entertainment, and has rendered it extremely difficult, and, in some cases, impossible to obtain free entertainment for all in attendance. Many ladies have also often expressed their regrets that they have not been able to find entertainment at public houses, at prices which they could afford to pay, that they might not be obliged to obtrude themselves upon the hospitality of strangers.

Influenced by these and other considerations, the Board of Directors have not asked the citizens of Hartford to extend free entertainment to ladies; but have made arrangements at the hotels by which all persons, ladies or gentlemen, attending the Institute will be entertained at *one half the usual price*. This will be, at first-class houses, one dollar per day; and at other good houses, seventy-five cents per day. This is a liberal reduction, and the expense cannot bear very heavily upon the purse of any one; while the arrangement will enable all to feel that independence, which no one can feel while enjoying the private hospitality of strangers, however cordially that hospitality may be tendered.

It is therefore hoped that this change will prove agreeable to the ladies who, in large numbers, annually grace the meetings of the Institute with their presence, and that the attendance on their part at the coming meeting will be no less than in former years. The location of the city of Hartford in the beautiful valley of

the Connecticut River, and its many and various institutions, render it as a place of meeting extremely desirable; while the well known interest and zeal of Connecticut teachers and educators give assurance that their fellow laborers from other states will meet with a cordial welcome in the "land of steady habits."

PER ORDER.

ANNUAL MEETING OF THE MASS. STATE ASSOCIATION.

THE ASSOCIATION, at its last Annual Meeting, instructed the Board of Directors to consider the expediency of changing the time for holding the Annual Meeting.

At the meeting of the Board of Directors held on Saturday the 24th ult., after considerable discussion, it was unanimously voted "that the next Annual Meeting of the Association be held on TUESDAY and WEDNESDAY, the 5th and 6th of AUGUST next."

SPRINGFIELD was named as the place, but the final selection was left to the Committee of Arrangements.

COUNTY MEETINGS.

The Plymouth County Teachers' Association will hold its next meeting at *Duxbury*, on *Friday* and *Saturday*, the 13th and 14th of *June*. Lectures will be delivered by Rev. Dr. E. O. Haven and Dr. Dio Lewis of Boston, and James C. Sharp of *Dorchester*.

The Norfolk County Association will hold its twenty-ninth semi-annual meeting on the same days as above, at *Dedham*. Lectures will be delivered by S. W. Mason and A. W. Sprague of Boston, and Rev. J. L. Diman, of *Brookline*.

GYMNASTICS IN THE ELIOT SCHOOL.

AT the Educational Meeting on the 3d of last month, it was unanimously voted, on motion of Mr. Hagar, that Mr. Mason, of the Eliot School, be requested to allow the teachers to meet at the Eliot School-house a fortnight from that afternoon to witness the exercises of his scholars in Gymnastics. Mr. Mason consented, and accordingly on the afternoon of the 17th, a large company of teachers gathered in the Eliot School Hall for the above purpose. Mr. Reed, of the Brimmer School, presided.

The scholars occupied the centre of the Hall, arranged in four files, about two feet apart. The first and third files were one pace in advance of the others, so that there might be room for the free play of the arms between the boys of the adjoining files. The various arm, head, trunk, and leg movements were then executed with great precision to music which was furnished by two boys of the school, one playing upon a violin, the other upon an accordion. Then followed exercises in breathing, explosion of the vowels, etc. It was a warm afternoon, but the boys worked with a will, and we are sure there were none present who were not de-

lighted with their performances. Mr. Mason has certainly shown us that much gymnastic training can be introduced into our schools without any expenditure for apparatus, or much expenditure of time.

THE ANNUAL MUSICAL FESTIVAL OF THE PUBLIC SCHOOLS IN BOSTON,

TOOK place on Wednesday, May 21. The efforts made in its behalf, and the results obtained, induce us to make the following remarks :

In the early part of the school year, a special committee is chosen, whose duty it is to make the necessary arrangements for the next festival. A programme is agreed upon, the pieces to be sung are printed, distributed among the scholars, and practised during the regular singing lessons. Metronome and tuning fork equalize time and pitch, while more or less spirit is infused by the individuality of the teacher, or the peculiarity of the school. It then requires but a few grand rehearsals to make the pupils of the various schools act unitedly, and the result is a Festival, grand, yet at the same time exceedingly pleasant to the eye and ear.

These festivals were held originally in Faneuil Hall at the close of the school year, when the medal scholars and other invited guests were treated with refreshments, speeches, and music, and boquets were presented by the Mayor to scholars of merit. During the past few years these festivals have been held at the Music Hall, and singing by the scholars was introduced to take the place of refreshments. Gradually the number of singers was much increased, and singing became the principal feature of these occasions. During the past year it was arranged to have the Musical Festival entirely separated from the occasion occurring in the latter part of July, and to hold it in the week preceding the vacation in May, when the weather is cooler and the scholars are not exhausted by examinations and exhibitions.

The first purely musical festival was a decided success in many respects. Admiration was maintained from beginning to end, by excellent arrangements well carried out. The effect of seeing fourteen hundred pupils, of both sexes, in festive array, can only be felt, not described. The singing by the children deserves all praise. They had evidently been well prepared, kept time, produced a good quality of tone, and sang with a praiseworthy degree of feeling. The effect of some passages was really soul-stirring, and no one can have left the hall without having felt the power of music. The programme was as follows:

1. Voluntary on the Organ, by J. C. D. Parker.
2. The Lord's Prayer, sung in unison, to a Gregorian Chant.
- 3, 5, 7. Three German Chorals, sung in unison.
4. Prayer from the "Freischütz," by Weber, arranged for three parts, sung by the pupils of the Girls' High and Normal School.
6. Chorus from "Il Giuramento," by Mercadante.
8. The Star Spangled Banner.
9. Chorus "The Heavens are telling," from the Creation, by Haydn.
10. Old Hundred.

No. 2 was accompanied by the organ, all the following pieces by the organ and the full orchestra, and No. 10 was sung by all present.

We cannot close these remarks without mentioning briefly some points which have been, or may be accomplished by these musical festivals.

They will produce an increased interest of parents in our Public Schools. School exhibitions have done much for that purpose, but cannot do all. Most of the branches taught in school cultivate and affect the intellect and will, while music calls forth and cultivates the emotional powers of the soul. A simple song may accomplish what the most skilful argument fails to do, and a good exhibition in singing will make more friends for the interests of our schools than excellent recitations in purely intellectual branches.

2. *These Festivals may do much to make Music, and especially Singing, popular.* The notion that only some people can learn to sing, has been driven from Suffolk County, by making singing a regular branch of school instruction. We believe in different degrees of capacity for singing, as well as for other branches of instruction. Singing is most intimately connected with reading, elocution, and declamation, and its full beneficial influence will be felt when every public teacher will be able to teach these branches himself, and in their proper connection. "Distance lends enchantment to the view," yet, in our days of railroad speed, the time must come, when our State will follow the example of its metropolis. The people want popular music, sacred and secular, airs which, with their inspiring words, are not only admired, but loved. Our school tuition may fit the children for the simple music which brightens the twilight hour, pleases the child, and charms the weariness of riper days. Let Boston set a good example, other cities and larger towns will soon follow.

[Condensed from the Boston Journal.]

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THE eighteenth semi-annual meeting of the Middlesex County Teachers' Association was held in Rumford Hall, in this town, on Friday and Saturday, April 3d and 4th. There was a fair attendance of the teachers of the county, but it was diminished by the non-appearance of the Cambridge and Lowell delegations, the latter of which usually turn out seventy-five strong.

The meeting was called to order at 10 o'clock, Friday morning, by the President, William E. Sheldon, Esq., of West Newton, and prayer was offered by Rev. Mr. Thurston of Waltham. Josiah Rutter, Esq., then, in behalf of the authorities and citizens, welcomed the teachers to the hospitalities of the town. A response in behalf of the teachers was made by the president.

Lectures were delivered by Wm. T. Adams of Boston, Rev. J. C. Bodwell of Framingham, and Rev. Dr. Stebbins of Woburn.

The subjects discussed were *Methods of Teaching History; Advantages of an exact and rigid System in regard to Recitations and Deportment; Geography; Spelling; and Military Instruction.*

Mr. Clafin, from the Committee on Nomination of Officers for the ensuing year, reported the following list which was unanimously adopted:

President — George T. Littlefield of Somerville. *Vice Presidents* — Thos. D. Adams of Newton, Samuel A. Chase of Lowell, Alanson Palmer of West Cambridge, W. W. Colburn of Belmont, and Samuel S. Wilson of Charlestown. *Secretary and Treasurer* — T. M. Bancroft of Waltham. *Executive Committee* — William E. Sheldon of West Newton, L. H. Buckingham of Brighton, William A. Stone of Woburn, George N. Bigelow of Framingham, and Asa C. Smith of Cambridge.

EXAMINATION QUESTIONS, ENGLISH HIGH SCHOOL, BOSTON, 1861.

ARITHMETIC.

1. Add $3\frac{1}{2}$, $4\frac{1}{4}$, $7\frac{3}{5}$, and $6\frac{1}{20}$.
2. A man bought a house for \$4000, paid \$250 for repairs, and sold it so as to gain $10\frac{1}{2}$ per cent. on his investment. For how much did he sell it?
3. What number is that $\frac{9}{10}$ of which exceeds $\frac{5}{12}$ of it by 29?
4. How much is $\frac{3}{4} \times \frac{2}{3} \times \frac{7}{8}$ divided by $\frac{2}{3} \times \frac{8}{11} \times \frac{5}{8}$?
5. What is the worth of a pile of wood 7ft. long, 4ft. wide, and 3ft. high, at \$7 a cord?
6. Required the simple interest on \$90.36 for 3 y. 6m. 12d., at 6 per cent.?
7. How many gallons of water will fill a rectangular vessel whose dimensions are 1ft. $1\frac{1}{2}$ ft. and 2ft., allowing 231 cubic inches to the gallon?
8. A man bought 2 galls. of molasses at 30 cents a gallon, and 25 lbs. of sugar at $7\frac{1}{2}$ cents a pound. He gave in payment \$5; how much money is he to receive back?
9. Reduce 30,628 pence to pounds, shillings, etc.
10. If 6 yards of cloth cost £4, 13s., what will 11 yards cost?
11. Divide 3.25 by .0235, finding two decimals.
12. Find the *amount* of \$304.56 for four years, at 7 per cent. simple interest.
13. A load of hay weighs 2,625 lbs. What is it worth at \$15 per ton?
14. What will it cost to plaster the upright walls of a room 20ft. long, 15ft. wide, and 9ft. high, at 16 cents per square yard, making allowance for a door 7ft. by 3, and three windows each 6ft. by 4?
15. Required the compound interest on \$106 for three years, at 6 per cent.
16. How many yards of carpeting $\frac{3}{4}$ yd. wide will cover a floor 27ft. long and 16ft. wide?
17. How many gallon, half-gallon, and quart bottles, of each the same number, will it take to hold a hogshead of wine of 63 gallons?

18. A hare runs 15 rods in 2 seconds, and a hound follows at 12 rods per second. In what time will the latter overtake the former, if they are 20 rods apart at first?

19. Subtract $3 \times 4\frac{7}{8}$ from $9 \times 5\frac{3}{4}$.

20. How many acres in a rectangular piece of land 40 rods long and 30 rods wide?

21. A man and a boy did a piece of work together; the man was to have \$1 25 and the boy \$0.75 per day, and they both together received \$21. How many days did they work?

22. Multiply together 4.7, 6.18, and 9.2.

23. What is the sum of $5\frac{1}{2}$, $6\frac{2}{3}$, and $7\frac{1}{4}$ in decimal numbers?

24. Reduce 0.425 to a vulgar fraction in lowest terms.

GEOGRAPHY.

1. As we move towards the north, do we find vegetation more, or less, luxuriant?

2. What divisions of America are in the Torrid Zone?

3. Where is Chicago situated?—Cairo?—Memphis?—Pensacola?
—Richmond?

4. What river drains the State of Oregon and Washington Territory?

5. Where is Pike's Peak?

6. On what waters would you sail from Boston to Baltimore?

7. Through what States does the Merrimac flow?

8. What are the principal exports of the countries on the Mediterranean?

9. What separates the Red Sea from the Mediterranean?

10. What are the exports of British India?

11. What is the length of a degree of longitude?

12. What are the principal ports of the United States south of Norfolk, Va.?

13. Name the principal ranges of mountains in Europe.

14. Draw a map of Maryland and Virginia.

GRAMMAR.

1.⁵ What is an adjective?

2.⁵ Write the principal parts of the following verbs:—rise, go, set, see, forsake.

3.¹⁰ What is a conjunctive adverb?

4.¹⁰ Write the third person plural, potential mood, passive voice, past tense, of the verb *to teach*.

5.¹⁰ Define the following words:—subjunctive, imperative, infinitive, relative, interrogative.

6.¹⁰ Write a sentence in which the subject is limited by a relative clause, and the predicate by a verb in the infinitive.

7.¹⁰ Analyze the following sentence: — "Industry and application will make amends for the want of a quick and ready wit."

8.¹⁰ Parse the italicised words in the following sentences:

"Scenes must *be beautiful, which, daily viewed,*
Please daily, and *whose* novelty survives
Long *knowledge* and the scrutiny of years; —
Praise justly due to those *that* I describe."

HISTORY.

1. What were the motives which induced the colonists of Virginia and of New England to form settlements in America?
2. What form of government was first instituted by the Plymouth colonists?
3. What did Penn make the basis of his institutions?
4. What was the cause of the Revolutionary War?
5. Why did the British ministry retain the duty of three pence per lb. on tea?
6. What foreign assistance had the Americans during the Revolution?
7. When was the battle of Bunker Hill fought?
8. When was the Constitution adopted?
9. For what reasons was war declared by the United States against Great Britain in 1812?
10. In whose administration was Louisiana annexed to the United States, and from whom purchased?
11. What was the Missouri Compromise?
12. Which of the States is called the old Dominion?
13. Which the Bay State?
14. Which the Empire State?

BOOK NOTICES.

ENGLISH ANALYSIS: containing forms for the Complete Analysis of English Composition, together with Selections for Analysis from the best English Authors. Designed to accompany the Study of English Grammar in High and Grammar Schools. By EDWARD P. BATES, A. M., Principal of Cotting Academy, West Cambridge, Mass. Boston: Crosby & Nichols. 1862. pp. 107.

We have looked through this neat book with much pleasure. Its author, who is favorably known for his skill in teaching the English language, has presented his mode of analysis — and an excellent mode it seems to be. We have here the analysis orthographical, phonetical, etymological, syntactical, logical, and rhetorical — all given in a manner which is easily comprehended, and may be readily applied. The selections are made from nearly fifty of the most eminent authors, and are

peculiarly adapted to analytical examination. We cordially commend Mr. Bates's little work to all teachers of the English language.

FIRST LESSONS IN MECHANICS; with Practical Applications, designed for the use of Schools. By W. E. WORTHEN. New York: D. Appleton & Co. 1862. pp. 192.

We cannot better express the object of this work than by quoting a portion of its preface. "Avoiding mere theory and reasoning, the author has presented results simply, confining himself throughout to matters of practical utility. With this view he has treated chiefly of mechanical powers, the most important machines in which they are combined, the composition and resolution of forces, the centre of gravity, motive powers, water-wheels, the steam-engine, gearing and shafting, the various kind of pumps, and friction with its effects on machinery."

This book, which is finely illustrated, is well fitted for use in Common or High Schools. It may be used by itself or in connection with ordinary works on Natural Philosophy. The numerous problems it contains will be found highly useful and interesting. It is a book of great practical worth.

WARREN'S SERIES OF GEOGRAPHIES. — We have received the new editions of these popular works, — Warren's Primary, Common School, and Physical Geographies. Such alterations have been made in the text and maps, as recent changes in geographical boundaries rendered necessary. The Primary Geography has been translated into German. We have looked through our German copy; but as it is all "Greek" to us, excepting the pictures, we shall pass it over to the senior editor. Dexter S. Stone, 37 and 39 Brattle Street, Boston, is the agent for the above works.

MEMOIR OF DANA P. COLBURN. — The many friends of the lamented Colburn will be glad to hear that the excellent memoir published in the last number of Barnard's Journal has been republished in book form. Copies of it can be obtained at the Educational room. Copies of the steel engraving accompanying the article, in a form suitable for framing, can, also, be purchased at the room.

THE PULPIT AND ROSTRUM. — We have received the May number of this valuable serial, containing the able discourse of Rev. Alexander H. Vinton, D. D., *The Sabbath, and its Relations to the State.*

HARVARD UNIVERSITY.

LAWRENCE SCIENTIFIC SCHOOL.

The next Term in the Chemical Department begins August 28. The Regular Course includes Recitations in General Chemistry, Qualitative and Quantitative Analysis, Physics, and Technical Chemistry, and Instruction in the Laboratory in Analysis, Agricultural and Manufacturing Chemistry, Metallurgy and Pharmacy. Students may also attend Recitations in Anatomy and Physiology, Mineralogy, Physical Geography, and Political Economy, and courses of Lectures on *Geology and Zoology*, Prof. Agassiz; *Philosophy*, Prof. Bowen; *Chemistry*, Prof. Cooke; *Botany*, Prof. Gray; *Technology*, Prof. Horsford; *Literature*, Prof. Lowell; *Physics*, Prof. Lovering; *Mathematics*, Prof. Peirce; *History*, Prof. Torrey; *Anatomy*, Prof. Wyman. This Department receives general students, who seek a thorough scientific education, and also special students in Chemistry applied to Medicine, Metallurgy or Manufactures. For further information, address C. W. ELIOT, Prof. of Chemistry, CAMBRIDGE, MASS.

J. A. LOWELL,

June, '62. — 3m.

Chairman of the President and Fellows of Harvard College.

GOOLD BROWN'S
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This work is adapted to use in all schools wherever the Grammar of the English Language is taught. The doctrines of the work are those which are deducible from a common-sense view of the subject of language, and a just consideration of the analogies of speech. And in point of perspicuous arrangement, accuracy of definition, fullness of illustration, and comprehensiveness of plan, the work is considered by competent judges to be unrivalled. In the new edition of the Institutes, teachers who have been accustomed to use the work, will see many important amplifications and improvements.

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"This little book seems to combine everything that a work of the kind can possess." — *Wisconsin Journal of Education.*

"It is the 'first fruits' in geography of that reform in primary instruction from which we shall ere long reap a rich harvest." — *Ohio Educational Monthly.*

"I would give more for the real impressions and knowledge a child would gain in his pastime in looking over these beautiful maps, than for all he ordinarily gets in the primary school, under the old method of teaching by questions and answer."

E. A. SHELDON,

Superintendent Public Schools, Oswego, N. Y.

"We sincerely believe that this Primary Geography is one of extraordinary merit." — *Massachusetts Teacher.*

"I cannot but regard it as a most successful effort. I am sure the book ought to, and will meet with general favor."

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Teachers and School Directors will be furnished with copies of the work, in flexible covers, by mail, for examination, upon receipt of 50 cents in money or postage stamps, by the Publishers; and schools will be supplied with the work, for introduction, upon accommodating terms.

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May, '62.

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DESIGNED FOR HIGH SCHOOLS, ACADEMIES, AND COLLEGES.

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A. P. STONE, A. M., President of the National Institute of Instruction, writes :

"It stands the test of the schoolroom well — the only sure guarantee of the merits of any school book."

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D. B. HAGAR, A. M., late President of Massachusetts State Teachers' Association :

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Prof. G. P. HAWES, A. M., of Maryland Agricultural College:

"There is a wholeness and a brevity about it which is truly refreshing in this book-making age. I particularly admire its method of teaching trigonometric functions—an improvement upon the old system, and that too on an essential point, as it changes the basis of investigation wholly for the better."

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Prof. J. V. N. STANDISH, A. M., of Lombard College, Ill.:

"Prof. Greenleaf seems to have followed the 'golden mean' between Euclid and Legendre; it is neither too wordy nor too concise. I regard the work as most excellent."

Prof. H. A. PRATT, A. M., Principal of Hartford City High School, Conn. :

"It is undoubtedly the best work on the subject now offered to our schools."

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"The whole book is remarkably well adapted to the purposes of instruction."

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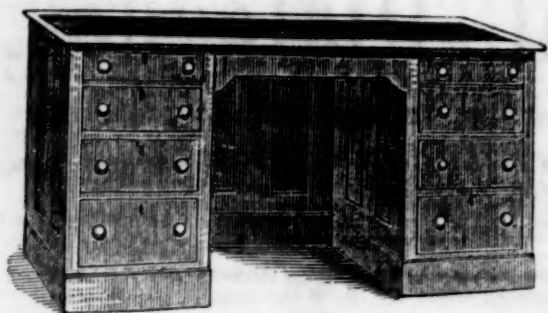
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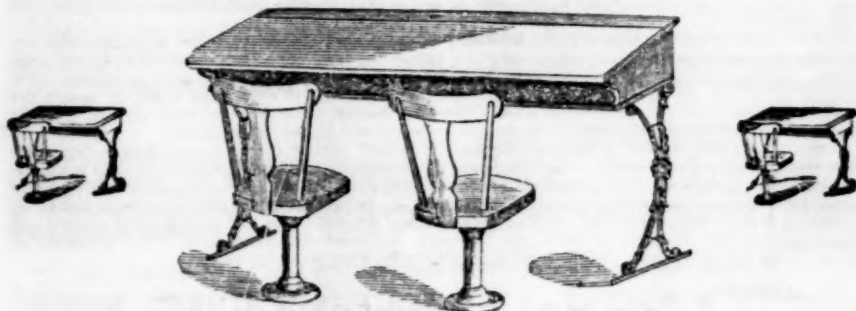
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The manufacturers of the above article, would invite the attention of Teachers and School Committees to the following testimonials in favor of this Inkstand:

From the State Superintendent of Public Schools of New Jersey.

STATE OF NEW JERSEY, DEPARTMENT OF PUBLIC INSTRUCTION, Newark, Feb. 17, 1862.

MR. MOORE, — Dear Sir: My opinion of your Improved Inkstand accords entirely with that expressed by yourself and other gentlemen whose names I find in your printed circular; and it gives me pleasure to recommend it to teachers and school officers, believing that it will answer the purpose for which it is intended.

Yours respectfully,

F. W. RICORD, State Sup't of Pub. Schools of N. J.

CAMBRIDGE, Aug. 30, 1861.

I have examined Mr. Henry Moore's School Inkstand, and I am glad to say that it unites simplicity of construction and convenience in using, in a remarkable degree. Were I a member of a School Committee, I should strongly recommend its introduction.

C. C. FELTON, Pres. Harv. Col.

From the author of Greenleaf's Mathematical Series.

BRADFORD, Feb. 18, 1862.

MR. MOORE, — Dear Sir: I have examined your School Inkstand, — I have seen nothing of the kind which I consider so well fitted for our Common Schools. There are many advantages attending this which belong to no other. The ink is kept safe, and does not evaporate.

Yours respectfully,

BENJAMIN GREENLEAF.

From the author of Payson, Dunton & Scribner's System of Penmanship.

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J. W. PATSON, Principal.

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